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AUTHOR Brown, E. Don
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ABSTRACT

A program which emphasizes "moving toward excellence" is described here, as developed and practiced at the L. D. Bell High School in Hurst, Texas. The program is based on the perception that the measure of an effective principal as the instructional leader of the school can be found in the perception and implementation of curriculum development. Principals should use the four domains of instructional leadership to develop and direct a school's curriculum. Under the first domain (formative) are the following prerequisites: (1) The role of the principal is to support the philosophy and goals of the concept of "education for all"; (2) the decision-making process should include faculty and staff; and (3) the knowledge base of the principal should be continuously developed. The second domain (planning) includes: (1) a thorough knowledge of state curriculum requirements and alternatives; (2) organization and effective use of staff; and (3) provision of opportunities for teacher improvement and development. Included under the third domain (implementation) are: (1) staff hiring, (2) setting teacher performance standards, (3) instilling a "lesson model" for teachers to follow, (4) ensuring teacher familiarity with the essentials of their curriculum, and (5) providing a specific model for lesson plan writing. Evaluation, the fourth domain, includes: (1) teacher evaluation, (2) student evaluation (using test scores), and (3) public evaluation. The role of the principal in the area of curriculum and instruction is the most critical component of the schools. Eight attachments to the paper include: a sample page from a principal's training program, a list of standards of teacher performance developed and used at the school, and sample lesson plans and guidelines. (MD)

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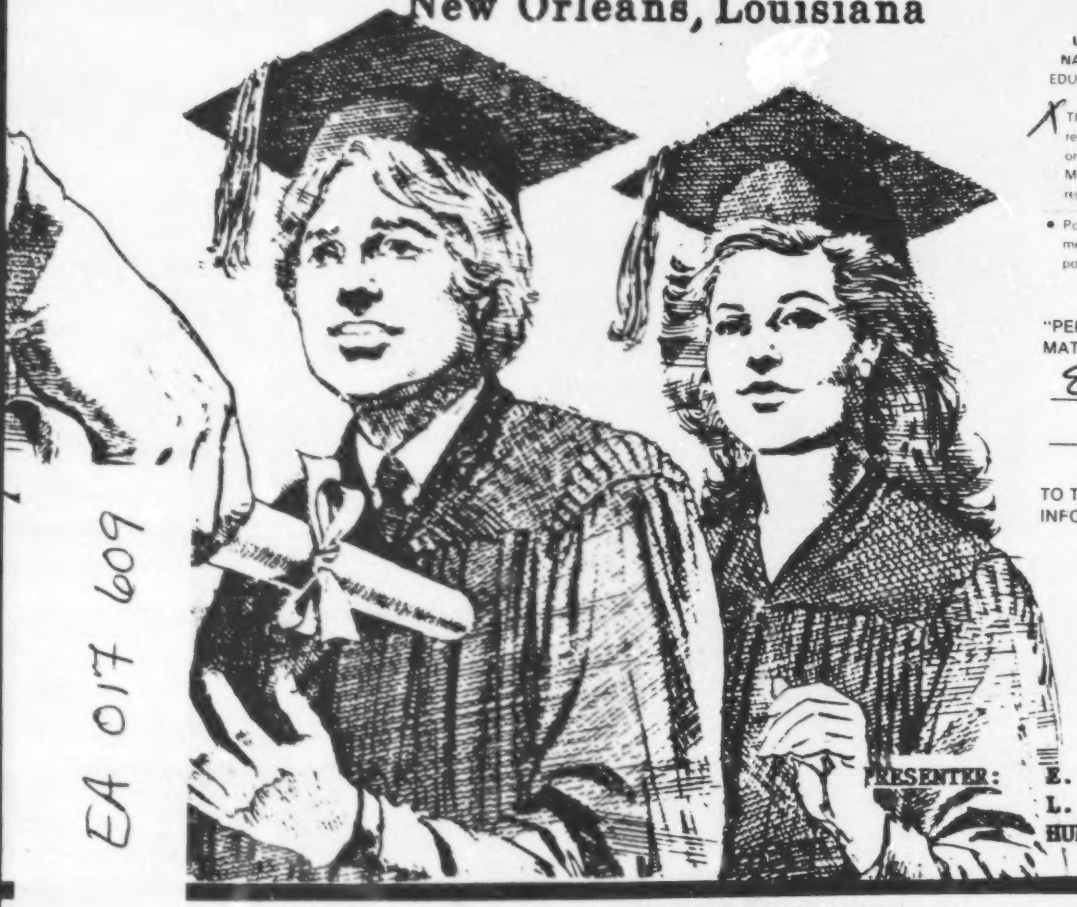
# MOVING TOWARD EXCELLENCE:

# THE PRINCIPAL

## JANUARY 25--29,1985

## N A S S P - NATIONAL CONVENTION

### New Orleans, Louisiana



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HURST, TX 76054

EA 017 609

Hurst-Euless-Bedford I.S.D.
Dr. Forrest E. Watson
Superintendent

**MOVING TOWARD EXCELLENCE:**

**THE PRINCIPAL**

## INTRODUCTION

We as principals continue to be bombarded with the new emphasis on our role as the instructional leader of the school. Research continues to pour forth with more and more facts, that no other individual in the education community occupies the position of leadership as does the principal. The principal daily plays to every public in the education community. His daily contacts will range from the cipher student in a large high school to an interpretation of Federal Law 94-142. It has been estimated that his normal day may consist of over 100 separate events; that he may have as many as 400 separate interactions; and that approximately 80% of his workday is spent in face-to-face exchanges with staff, faculty, pupils, parents, and others. NASSP's "Instructional Leadership Handbook" very vividly points to the evolution of the American principalship from the European headmaster, or the best teacher in the school to the noun "principal", or chief school manager. We now see the trend evolving that would require both definitions of the principalship. The managerial role that most of us have occupied for many years must be expanded to include the leadership for direction, resources, and support of our teachers. Given the research, given the expectation, and in most instances given the state agency mandates; what must the principal do to be effective in this multifacited position that holds the key to education reform in this country? No other single issue that faces education today will have the impact of the development of administrative leadership of the principal. We must hasten to develop the skills to lead our schools in the four broad domains: formative, planning, implementation, and evaluation.

In the brief time alloted I will attempt to share with you some of the things we do at L. D. Bell High School to create a productive atmosphere for learning. A strong emphasis on the skills of change management and an atmosphere that emphasises the philosophies of teamwork, motivation, and interpersonal relationships. Curriculum development as perceived by the staff and implemented by the faculty will be the end measure of your success or failure as the instructional leader of your school. I will attempt to cover these four (4) Domains of Instructional Leadership[1] as described by Dr. Keefe and show how we use each at L. D. Bell to develop and direct our curriculum.

## FORMATIVE

In many instances, as in the state of Texas, one might feel a lack of input into state mandated curriculums that seem to abound. It would be easy to sit back and express frustation at the lack of campus level autonomy and the curriculum. Effective curriculum and instruction are more than standards and time. They are indeed more than principles and procedures of accrediation. Just one visit to one exempalory teachers class can open the mind to the potential that is limited only by teacher and principal initiative. We can and must have an effect on the curriculum of our schools.

A. Philosophy and Goals-

We in America are involved in the "Great American Experiment" as Dr. John Goodlad has described. We must continue to sell our teachers on the philosophy that education is good for everyone. We must not allow Gifted and Talented programs, Special Education programs, or other organizational patterns to destroy the individualization of instruction in the class. We have not achieved the high number of high school graduates by ignoring this philosophy. It must be the role of the principal to exhort and steadfastly hold to that great experiment of "EDUCATION FOR ALL."

B. Staff and Student Satisfaction-

For schools to be effective there must exist a high level of satisfaction among all the players of the school. Faculty and staff must have a role in the decision making process of the school. Students must believe in the faculty and feel good about what the school is doing. And finally the parents must believe in and support the school. Five things that we do to cultivate these feelings are: (1) principal teaches a class every other year for one semester; (2) principal sponsors and meets with the Inter-Club Council; (3) parent newsletters and parent forums are coordinated by the Parent Teacher Association; (4) Faculty Council exists for the purpose of input to the administrative staff; (5) mass faculty meetings are held only once or twice a year. (When meetings are necessary they are held for one period each six periods during the day).

C. Knowledge Base for Principal-

When a principal opens his mouth it becomes very evident as to the knowledge he has acquired from literally thousands of sources now available. No one can excuse a lack of information in this the information age. Not everyone can attend a national convention or an I.D.E.A. workshop, but very few lack the resources to read the NASSP Bulletin, Education Week, or maybe your state principal's publications. There does not exist a principal who does not need to continually update his knowledge and skills. (1)Our state association has written a "Principals Training Program" to help our principals cope with the new state mandates. (2)Time management information is critical to the success of any principal. (3)Recent books by Sizer, Boyer, Goodlad and others can give any principal a broad and curious base of knowledge.

Attachment 1

**PLANNING**

Once the principal has developed a formative base of credibility and knowledge he can then set out to implement a plan for curriculum development. An effective planner is one who assesses in great detail the various arenas of decision making authority. This thorough study must include state level curriculum, central office level personnel and philosophy, and key administrative and teacher individuals. The ability to integrate these rules, philosophies, and individuals into an effective program will take a fine tuned skill. You must be able to select key people and direct their efforts at a key time so the process will function almost without orchestration. Gathering of ideas, people, and materials will necessitate a great amount of your time. You must remember that once the implementation process begins you have waited to late to plan. The effective planning of a principal will allow him to be the implementer of curriculum development on his campus.

A. Curriculum Requirements-

The state of Texas has recently enacted a state curriculum. Chapter 75 of State Board Policy is very specific on items of courses offered, time perimeters, and the minimum "Essential Elements" of all courses. The regulations and like guidelines in other states have caused principals to express a lack of ability to initiate curriculum. The policy of any state would allow the teacher to go beyond the minimum expectation. A thorough knowledge of state curriculum and alternatives to state curriculum often will give you the opportunity to expand the curriculum.

B. Staff Organization-

The principal who does not organize and use his staff will truly be a lonely and unsuccessful person. (1) We at Bell use central office curriculum directors as often as possible. These people have skills and knowledge in specific subject areas as well as a basic need to be a part of something. It is a mistake when you do not cultivate these individuals to assist you in your planning. (2) Campus level administrative staff are key people in your success. Assistant principals are eager to get into curriculum areas. Many times we relegate their duties to discipline and grounds and do not use the talents and interest that they possess. Assistant principals should visit classrooms, interact in curriculum with teachers, and advise the principal. (3)Department chairpersons are possibly the most important individuals in the curriculum process on our campus. We are not unionized and thus have great latitude in the use of department chairpeople. Their role includes assistance in hiring, reviewing of personnel and curriculum, and overall operations of their department.

C. Techniques of Teacher Preparation-

No change or improvement can take place without the teacher. The responsibility of the principal to provide input opportunities for teachers may be the single most significant responsibility in curriculum development. Various techniques have been used to get teacher input and support of a new program or methodology that needs change. We are presently using these techniques to make our teacher more knowledgeable regarding curriculum and instructional improvement.

(1) Curriculum writing continues to be a significant opportunity for teachers to explore alternatives and ideas. We pay our teachers additional salary to put the state essential elements in a workable format of instruction.
(2) Peer observation is expected of our faculty. We feel that the opportunity to visit other teachers both within their discipline and outside their discipline, gives a wide variety of technique exposure. These required three visits (two in subject area and one outside subject) have done a great deal to bring about a relaxed camaraderie among teachers.
(3) Video tapes have been made by volunteers for self evaluation and training. Many do not wish to be video taped in spite of all efforts. The limited number who have done this completely separate from any administrator have been most pleased with the results.
(4) Clinical supervision is being used by myself and the instructional assistant principal. This very time consuming process requires a pre-observation conference, observation, post-observation conference and finally a specific set of prescriptive criteria for the teacher to pursue. These have been rare but most effective in instances of necessity.

## IMPLEMENTATION

Certainly the element that determines your success or failure in curriculum development is the implementation process. All the best laid plans are only plans until they are implemented into the instructional program of your school. What classroom teachers do in their individual class is your business. No longer are the four walls of the classroom the private and independent domain of the teacher. Principals today are taking a greater role in directing the instructional program and influencing the curriculum product in the classroom. It is our business and we will be held accountable for that function of the school. This great awakening of the secondary school principalship, I believe, will be the single most significant effect of school reform. We can and are responding to the challenge of leadership that has been placed before us. I believe the elements of a good curriculum starts with the hiring of teachers and includes everything down through the dismissal or renewal of that teacher.

A. Hiring Staff-

Many school districts have eliminated the principal from the hiring process. I believe this practice, which is done primarily in the interest of time, is a major roadblock for principals as they attempt to stimulate curriculum and instruction programs that have been proven to be less than effective. The Hurst-Euless-Bedford I.S.D. has a specific practice of screening applicants and then allowing principals to interview the top candidates. My building team of administrators, counselors, and department chairpeople are actively involved in the interviewing and selection of new teachers and administrators on our campus. I must warn that this practice should not be used unless you are willing to give up some authority or if you do not possess a healthy self concept. It has worked very effectively for us and has resulted in some great promotions of our former staff. Five of our former assistant principals are now serving as junior high or high school principals and the latest two additions of our central office curriculum staff have come from our faculty. Hire your staff wisely and they will make you look great.

B. Standards of Teacher Performance-

The most common words of teachers who do not meet the expectations of the principal are, "No one told me what was expected." We often assume that everyone knows what is expected of a teacher. After all they have been trained by our finest universities and have spent considerable time student teaching under a master teacher. Contrary to this common philosophy, we must expect them to know very little. In our initial meeting with our new staff they are given the "Standards of Teacher Performance" or job description. It is discussed in detail with new faculty and provided for all returning teachers as a part of our teacher handbook. In many states, union contracts would prohibit such a practice but it has proven to be very effective at Bell High School.

Attachment II

C. Lesson Model-

The standards of teacher performance are not to be confused as broad and general instructional task. We have taken a great deal of time and energy to instill in our teachers a "lesson model" which was patterned after Madeline Hunters "Mastery Cycle of Task Analysis." Of course the idea is to help each teacher implement a curriculum sequence from lesson objective down thru the

closure of the lesson. Each integral part of the cycle has a specific purpose which is directed at individual learners to help them meet the desired curriculum objective. An understanding of this cycle and the knowledge that tidbits of focus, acting or modeling by the teacher, or seatwork and guided practice are fully acceptable teaching techniques.

Attachment III

D. Essential Elements of the Curriculum-

Beginning with the 1984-85 school year, curriculum in Texas has made a major shift from local district autonomy to a state established curriculum. Each teacher of each subject (K-12) must teach the state identified essential elements of the curriculum. Attached you will find a copy of the initial course of English I and the accompanying essential elements to be taught. A school district, a campus, or a teacher, may teach beyond the essential elements, but student mastery on criterion-referenced test will be expected. Our teachers must be very specific in writing curriculum and in writing lesson plans to be sure all elements are covered.

Attachment IV

E. Lesson Plans-

At L. D. Bell we have initiated a specific model for lesson plan writing. Each plan must include the activities and techniques to be used that day. But in addition they must be coded with the six weeks in which it has been covered, the goal of the lesson, and the objective. An additional code of (X) is made to indicate remediation of an objective that has already been taught. This coding as is illustrated on the attached forms is a quick and accurate method of evaluating the curriculum that is being taught. This method of lesson plan writing seemed difficult originally to our teacher but seems to be readily acceptable at this time.

Attachments V & VI

## EVALUATION

No program or curriculum is ever complete. It only exists as long as it is evaluated and corrected regularly. The worst mistake a principal can make is to direct or implement a new curriculum or innovative change and expect it to always stay that way. Evaluation of curriciulum itself is very short and precise. Are we teaching what has been determined by the curriculum to be the stated goals and objectives? If we are in fact teaching the curriculum and the objectives are not being learned, then we have a much larger and profound problem. If mastery is not being accomplished, the principal has a responsibility to change or correct the instruction that is being used to transfer the curriculum from teacher to learner. In this brief space I will attempt to outline the process of instruction and curriculum evaluation in our school.

A. Teacher Evaluation-

The teacher evaluation system used at Bell High School is not unlike those used across the country. We have four steps or methodology areas that are used with our teachers. (1) Observation of teachers by the principal, instructional assistant principal, curriculum coordinator, department chairperson,

and an outside appraiser who is not connected to our campus. Input is gleaned from all sources but the specific observation documents must come from the principal and the outside appraiser. The observation form is a mini-document of the actual evaluation instrument. These observation documents are used immediately to inform the teacher what was observed in their class. Extensive conferencing is not required at this time through specific suggestions or commendations may be outlined to the teacher. (2) Twice each year the principal and the outside appraiser or required to complete the three page Performance Evaluation instrument. This is a collaborataive effort that should agree. In instances where agreement cannot be reached a second opinion may be filed. This Performance Evaluation instrument and the conferencing is always done by the principal. As mentioned earlier, input from other sources is expected and requested but all formal evaluation is done by the principal. (3) Prescriptive writing is always done in areas where below expectation has been identified. These plans for improvement must state all deficiencies, the agreed upon goals and what remediation recommendations are being made to the teacher. These performance improvement plans must accompany any teacher contract change. (4) Career Ladder recommendations are made from these evaluation documents. Teachers may advance from level to level on the Career Ladder when the accompaning evaluation documents their proficiency in teaching.

Attachments VII & VII

B. Criterion Reference Scores-

Students in Texas are required to take a state prepared skills test. The Texas of Basic Skills is administered in several grade levels at present and will soon be administered every other year from grades one thru eleven. The same eleventh grade Basic Skills test will become a required exit level exam for all seniors in 1986. The use of TABS scores allows for the tracking of individual teachers, and yes individual schools. The tell-tale patterns show very vividly what curriculum is being taught and mastered. Statistical records are also kept on the PSAT, SAT, ACT, and Advanced Placement test that our students take.

C. Public Evaluation-

Easily the most difficult area to measure is your public. What do students, ex-students, and parents think about your school? What success your graduates have in college is often used as a measure of your success. About 70% of our students seek post high school education. Their records have been outstanding as have been determined by random sampling. We attempt to keep a close and accurate pulse on not only the parents in our district but with all tax payers. Our Parent Teacher Association organization has been most effective in generating parent input and support. We normally average about 800 people at our three P.T.A. meetings each year. Another very strong positive area of public input comes through our activities program. Student Council conventions have been hosted in our school in 1978, 1982, and 1984 with a fantastic support from our community. We are able to use our cable television station at school to communicate many positive activities of the school. The school may be the single most significant identity in your communitiiy, give them a good program and they will support you.

## CONCLUSION

Each of us is a player in the game of school reform. The position or role we play is determined by many outside influences, but your importance cannot be questioned. In the areas of curriculum and instruction there is no more important role than that of the principal. Our job, should we intend to accept the challenge, will be to create an instructional system that can and will deliver the curriculum which has been delineated. Changes can and will occur when an informed and motivated principal uses his tools of the trade.

T.A.S.S.P. PRINCIPALS TRAINING PROGRAM

TEACHING/LEARNING

## II. CURRICULUM AND INSTRUCTION MANAGEMENT

### A. Curriculum Planning

1. Identify requirements
2. Plan curriculum, including T.E.A. Essential Elements
3. Coordinate and articulate curriculum
4. Plan scope and sequence
5. Assess student needs

### B. Establishment of General Performance Criteria

1. Consider research and authoritative literature on effective performance
2. Provide for involvement of staff affected by criteria
3. Gain understanding and commitment from all staff

### C. Instructional Organization

1. Prepare class schedules
2. Assign students
3. Establish positive learning environment
4. Provide materials and equipment
5. Provide non-instructional services

### D. Developmental Supervision

1. Establish criteria and procedures
2. Gather, organize, analyze, and interpret data
3. Provide feedback to staff members
4. Plan follow-up activities with staff members
5. Monitor and evaluate improvement activities

### E. Inservice Training

1. Assess needs
2. Plan priority training activities/programs
3. Facilitate training activities
4. Motivate staff
5. Evaluate training--formative and summative processes

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## STANDARDS OF TEACHER PERFORMANCE

### L. D. Bell High School

TEACHER-PUPIL RELATIONSHIPS:

A. Demonstrates a concern for and adapts meaningful learning experiences to each individual pupil.
B. Develops attitudes and regulations of mutual respect.
C. Handles routine discipline and organizational problems effectively.
D. Promotes self-discipline and acceptance of responsibility on the part of the pupil.
E. Motivates pupils through instructional strategies and positive encouragement toward achievement of mutually realistic standards.

TEACHER-PARENT RELATIONSHIPS:

A. Interprets the objectives, policies, and programs of the school to parents and community in a positive manner.
B. Effectively reports and communicates individual pupil progress and behavior to parents.
C. Adhers to the accepted ethical and social standards of the community.

TEACHING TECHNIQUES:

A. Plans, prepares, and implements a program of goals which are consistant with district philosophy and objectives.
B. Uses a variety of instructional strategies and methodology with good judgement in use of media materials.
C. Establishes standards of excellence based on pupils ability and past performance.
D. Evaluation of pupil progress is utilized as a teaching-learning process.
E. Demonstrates knowledge of subject matter and keeps abreast professionally.

CLASSROOM MANAGEMENT:

A. Maintains effective control in the classroom.
B. Plans and maintains an orderly, attractive, and stimulating classroom environment which is conducive to learning.
C. Uses good judgement in use of materials and supplies.
D. Performs scheduled classroom duties and fulfills clerical responsibilities promptly and efficiently.

PERSONAL AND PROFESSIONAL CHARACTERISTICS:

A. Support established administrative policies and procedures.
B. Uses confidential information for professional purposes only.
C. Accepts and uses constructive evaluation and suggestions.
D. Works cooperatively with other school personnel in fulfilling both in class and out of class responsibilities.
E. Is physically able to perform his duties, is not handicapped by frequent absences or illness.
F. Displays appropriate poise, dress, and diction in the classroom.
G. Demonstrates enthusiasm for his work.

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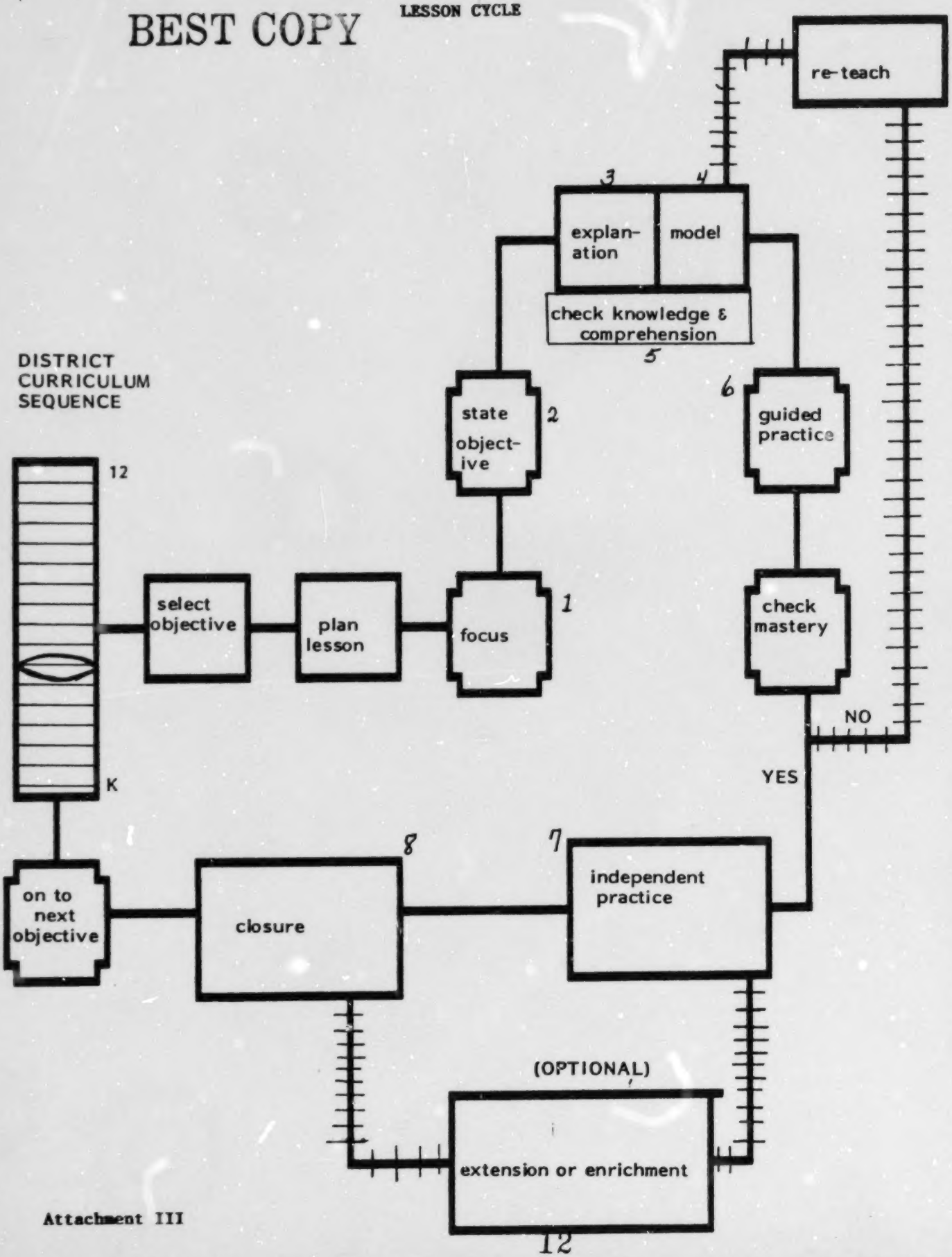
LESSON CYCLE




Attachment III

CHAPTER 75 CURRICULUM

SUBCHAPTER D. ESSENTIAL ELEMENTS—GRADES NINE—12

ESSENTIAL ELEMENTS FOR ENGLISH LANGUAGE ARTS; OTHER LANGUAGES; MATHEMATICS; SCIENCE; HEALTH; PHYSICAL EDUCATION; FINE ARTS; SOCIAL STUDIES, TEXAS AND UNITED STATES HISTORY; ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS; AND BUSINESS EDUCATION

§75.61 *English Language Arts.*

(a) English I (1 unit). English I shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) write descriptive, narrative, and expository paragraphs;

(C) write multiple-paragraph compositions incorporating information from sources other than personal experience;

(D) write informative discourse of a variety of types;

(E) write persuasive discourse of a variety of types;

(F) use the forms and conventions of written language appropriately;

(G) evaluate content, organization, topic development, appropriate transition, clarity of language, appropriate word and sentence choice according to the purpose and audience for which the piece is intended; and

(H) proofread written work for punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) produce well-formed simple, compound, and complex sentences;

(B) choose appropriate words to convey intended meaning;

(C) use all parts of speech effectively in sentences;

(D) recognize the meanings and uses of colloquialism, slang, idiom, and jargon; and

(E) use oral language effectively in a variety of situations.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, plays, and nonfiction;

(B) identify basic sound devices and figurative language;

(C) recognize point of view in literary selections;

(D) recognize cultural attitudes and customs in literary selections; and

(E) use basic literary terminology.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) determine word meanings by contextual clues;

(B) use advanced dictionaries for determining word meaning;

(C) expand vocabulary;

(D) identify the stated or implied main idea of a selection;

(E) recognize relevant details;

(F) identify the sequential order of events;

(G) perceive cause and effect relationships;

(H) distinguish between fact and nonfact;

(I) draw conclusions and make inferences;

(J) predict outcomes and future actions;

(K) follow directions involving substeps;

(L) interpret diagrams, graphs, and statistical illustrations;

(M) use format and organization of a book;

(N) use reference materials such as atlas, encyclopedia, almanac, bibliography; and

(O) vary rate of reading according to purpose.

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# LESSON PLAN GUIDELINES

To insure that our program adheres to the requirements established in the Chapter 75 Curriculum and to facilitate instruction planning, a code system has been devised.

The roman numeral at the first of the code indicates the six-week period during which the material is to be taught.

I.=1st six weeks
II.=2nd six weeks
III.=3rd six weeks
IV.=4th six weeks
V.=5th six weeks
VI.=6th six weeks

The numeral and letter following the grade level corresponds with the goals and objectives in the essential elements (Note:All teachers should have a copy of the essential elements for each subject they teach.)

An x at the end of the code signifies that the goal and/or objective has been used previously.

An r at the end of the code signifies that the goal and/or objective has not been mastered and is now being used for remediation.

Example: You teach English III and your activity for the day keys to the following goal and objective. The code you would enter next to your activity is I.2B = 1st six weeks - The goal is: Language Concepts and Skills. The objective is: The student shall be provided opportunities to produce well-formed simple, compound, complex, and compound-complex sentences.

## TEACHER RESPONSIBILITIES

1. It will be the responsibility of each teacher to prepare his/her lesson plans.
2. The preparation of the lesson plans will be basically the same as they have been in the past except for one exception.The daily activity will have to be coded to an essential element as described above and that code entered next to the activity.
3. Your lesson plans need to be kept on file all year to insure compliance in case of a T.E.A. audit.

## LEAD TEACHER RESPONSIBILITIES

1. It will be the responsibility of each lead teacher to check the lesson plans of each teacher in their department.
2. The frequency of checks will be weekly beginning Aug. 31 for the week of Sept. 3 and each Friday thereafter for the following week.
3. The method of each check will be visual with Lead Teacher initials in lower right hand corner of lesson plans.



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LESSON PLANS

Week of Jan. 28 - Feb. 1

Subject Peak World History B

| | Activities | Essential Element |
|---|---|---|
| MONDAY<br>1-28 | Discuss Oliver Cromwell's rule and hypothesize why it was not successful. What seems to be the pattern in setting new leaders after old ones are deposed? | EE IV 2H |
| | Discuss the term "Glorious Revolution" and analyze why the people of England felt this way at this time rather than with the restoration of the king. | EE IV 2H |
| | Ch. 20, Patterns | |
| TUESDAY<br>1-29 | First product due | |
| | Diagram the structure of the Old Regime in France | |
| | Ch 21, Patterns | |
| WEDNESDAY<br>1-30 | Read Ch. 21 | |
| | Write a scenario of stret talk before the fall of the Bastille or before the execution of Marie Antoinette of Louis XVI. Include basic complaints of the citizens which led them to revolt. Due 2-1-85 | EE IV 2F, 2H |
| THURSDAY<br>1-31 | Analyze a primary document "Demands for Reform" - worksheet #43 | EE III 2H |
| | Listen to a recording of "The Marseilles." What emotions does the song evoke? Why was it the theme of the French Revolution? | EE IV 2H |
| FRIDAY<br>2-1 | Discuss the terms radical, liberal, moderate, conservative, reactionary. Complete questionnaire "What's My Politics." Analyze in a paper why the student believes he/she ranks as a conservative, etc. | |



Attachment VI

OPTIONAL

# CLASSROOM VISITATION REPORT

NAME OF TEACHER _____ TIME/PERIOD _____

OBSERVER _____ DATE _____

LENGTH OF OBSERVATION _____ GRADE, SUBJECT, ASSIGNMENT _____

In Making Classroom Observations Utilize The Rating Scale Below

| U | B | M | E | C |
|---|---|---|---|---|
| Unacceptable | Below District Expectations | Meets District Expectations | Exceeds District Expectations | Consistantly Exceeds District Expectations |

| I. Personal Characteristics | RATING | COMMENTS |
|---|---|---|
| A. Well-groomed | | |
| B. Displays poise, stability, and mature judgment | | |
| C. On time to class | | |

| II. Classroom Student Management | | |
|---|---|---|
| A. Establishes and maintains/enforces guidelines for behavior | | |
| B. Effective and appropriate discipline | | |
| C. Evidence of self-discipline among students | | |
| D. Uses positive reinforcement | | |
| E. Classroom is neat, attractive and conducive to learning | | |

| III. Teaching Performance | | |
|---|---|---|
| A. Challenges student's thinking | | |
| B. Adapts methods and materials to abilities of individuals | | |
| C. Uses variety of instructional strategies | | |
| D. Maintains adequate and flexible written lesson plans | | |
| E. Teaches within established curriculum guidelines | | |
| F. Communicates assignments and directions clearly | | |
| G. Communicates subject matter appropriately and clearly | | |
| I. Demonstrates and communicates interest in pupils | | |
| J. Good rapport with students | | |
| K. Students demonstrate appropriate time on task | | |
| L. Teacher displays enthusiasm toward subject matter | | |

| IV. Professionalism | | |
|---|---|---|
| B. Exhibits good knowledge of subject matter | | |
| C. Uses up-to-date knowledge and methods | | |

Did you observe anything unique during this visit?

COMMENDATIONS OR SUGGESTIONS:

**Attachment VII**

BEST COPY

_____ Teacher's Signature (Optional)

_____ Evaluator's Signature

FORM A

# PROFESSIONAL PERSONNEL PERFORMANCE EVALUATION

## HURST-EULESS-BEDFORD INDEPENDENT SCHOOL DISTRICT

Name_____ Date of Report_____

School_____ Grade, Subject, Assignment_____

Years of District Service_____ Type of Contract_____
(Excluding this year)

Date and Length of Observation | Activities Observed | Observed By

_____

_____

_____

| RATING SCALE | | | | |
|---|---|---|---|---|
| U<br>Unacceptable | B<br>Below<br>District Expectations | M<br>Meets<br>District Expectations | E<br>Exceeds<br>District Expectations | C<br>Consistantly Exceeds<br>District Expectations |

## PERFORMANCE CRITERIA

### I. Personal Characteristics

| | U | B | M | E | C | N/A |
|---|---|---|---|---|---|---|
| A Maintains a well-groomed appearance | | | | | | |
| B Displays poise, stability, and mature judgment | | | | | | |
| C Is punctual and regular in attendance | | | | | | |

Comments/Commendations:_____

### II. Classroom Student Management

| | U | B | M | E | | N/A |
|---|---|---|---|---|---|---|
| A Establishes and consistently maintains/enforces clear guidelines for pupil behavior | | | | | | |
| B Uses effective and appropriate discipline, but does not stifle creativity | | | | | | |
| C Encourages self-discipline among students | | | | | | |
| D Encourages positive self-image among students by positive reinforcement | | | | | | |
| E Maintains a room that is neat, attractive, functional and conducive to learning | | | | | | |

Comments/Commendations:_____


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## III. Teaching Performance

| | U | B | M | E | | N/A |
|---|---|---|---|---|---|---|
| A. Strives to challenge students to think, to question, to examine, to use logic and to participate at a high level of performance. | | | | | | |
| B. Adapts methods and materials to interest, needs, and abilities of individual. Each pupil is challenged frequently, yet experiences success. | | | | | | |
| C. Uses a variety of instructional strategies: inquiry, group discussion, lecture, discovery, etc. | | | | | | |
| D. Maintains written lesson plans that are adequate and flexible, makes arrangements ahead of time for materials and supplies. | | | | | | |
| E. Teaches within the guidelines of the established curriculum in order to maintain scope and sequence. | | | | | | |
| F. Communicates assignments and directions clearly, so that pupils are able to work independently. | | | | | | |
| G. Communicates subject matter to students in an appropriate and clearly understood manner. | | | | | | |
| H. Uses evaluation processes that test mastery of concepts as well as basic information in the established curriculum. | | | | | | |
| I. Demonstrates and communicates a vital interest in each pupil's social, emotional, physical, and intellectual growth. | | | | | | |
| J. Establishes and maintains good rapport with students. | | | | | | |
| K. Teaches so that students spend appropriate time on task in each class period. | | | | | | |
| L. Displays enthusiasm toward subject matter. | | | | | | |

Comments/Commendations: _____

## IV. Professionalism

| | U | B | M | E | | N/A |
|---|---|---|---|---|---|---|
| A. Communicates consistently and appropriately with parents regarding student progress. | | | | | | |
| B. Works and cooperates with the entire staff – seeks, shares, and respects ideas of/with others. | | | | | | |
| C. Supports and follows administrative policies and regulations. | | | | | | |
| D. Demonstrates an appropriate knowledge of subject matter areas being taught. | | | | | | |
| E. Continually seeks to implement new knowledge and methods in the instructional program. | | | | | | |
| F. Performs all required school responsibilities on time and with positive attitude. | | | | | | |
| G. Adheres to proper overall use of school time. | | | | | | |
| H. Exhibits an overall positive approach to professional responsibilities. | | | | | | |

Comments/Commendations: _____

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SUMMARY (To be completed together by administrator and teacher at time of evaluation conference):

Strengths: 1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Specific Professional and Instructional Goals Undertaken For Next Year:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Your signature below does not mean that you agree with the evaluation, only that you have seen the completed form. If you feel you must write a response to accompany this evaluation, please do so by completing Form B (or by writing a personal letter) in the next two weeks and sending it to the Personnel Office with a copy to the evaluator.

The personal and professional characteristics listed within have been discussed in a teacher/princincipal conference on

_____.

_____ _____

Teacher's Signature Principal/Evaluator's Signature



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